2014 Mathematics Primary Adoption

TOM TORLAKSON
State Superintendent of Public Instruction

K-12 California's
Common Core Content Standards for
Mathematics

Adopted by the State Board of Education January 16, 2013

(PLACEHOLDER FOR FINAL PUBLISHED VERSION)

Reviewer Training
Day 3
June 20, 2013

Prepared by the Curriculum Frameworks and Instructional Resources Division
California Department of Education

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4/2013

WORK PLAN FOR INSTRUCTIONAL MATERIALS REVIEWERS/CONTENT REVIEW EXPERTS
2014 MATHEMATICS ADOPTION

June 18-21, 2013	July 5, 2013	July 5–September 9, 2013	July 5–September 9, 2013	September 10-14, 2013
STEP 1 Training	**STEP 2** Program Materials Arrive	**INDEPENDENT REVIEW**		**STEP 4** Deliberations *Report of Findings*
		STEP 3A Education Content Review	**STEP 3B** Social Content Review	
Provide reviewers with the information needed to thoroughly and effectively evaluate the programs submitted by the publishers.	Program Materials assigned to each panel are delivered and inventoried by reviewers.	Each reviewer will conduct an independent review of the program materials using the State Board-approved Evaluation Criteria and the Standards and Criteria Maps provided by publishers.	Concurrent with education content review, reviewers conduct a review for social content, evaluating materials for compliance with the *Standards for Evaluating Instructional Materials for Social Content*.	Panels reconvene to discuss and come to consensus on whether each program should or should not be recommended for adoption. This recommendation is reflected in the panel's *Report of Findings*.
Step 1: Training Agenda • **Day 1** Step 2: Program Materials Arrive Step 3A: Education Content Review: Overview of Criteria Step 4: Deliberations - Overview • **Day 2** Step 3A: Education Content Review - Categories 1, 2, 3, 5, 6 Step 4: Deliberations – Categories 1, 2, 5, 6 • **Day 3** Step 4: Deliberations – Category 3 Step 3A: Education Content Review - Category 4 Step 3B: Social Content Review • **Day 4** Publisher Presentations	**Steps:** • Unpack and inventory contents using enclosed submission list. • Call CDE **within 10 days** if any items on submission list are missing. • Contact publisher Technology Support Contact if you have problems accessing technology-based components.	**Steps:** • Set a schedule, pace your review • Use Standards Maps to determine if the program is aligned with the standards ○ Note where the standards are not covered • Use Criteria Maps guide to: ○ Note where evaluation criteria have been met or not met ○ Record/verify citations that: ▪ Are exemplary but not exhaustive ▪ Come from various grade levels and different but appropriate components ○ Record edits/corrections ○ Note potential questions for publishers	**Steps:** • Review program for compliance with the *Standards for Evaluating Instructional Materials for Social Content*. • If not in compliance, fill out a Social Content Citation Form for each citation.	**Steps:** • Set daily schedule (start, break, end times) • Initial tally of panel for each program • Develop publisher questions • In-depth discussion of program(s) • Publisher response to questions • Take public comment twice a day • Come to consensus • Write *Report of Findings* (include citations and edits and corrections)
Tools: • Evaluation Criteria • Practice Pieces • Standards and Criteria Maps • Sample Report Template • Training Binder	**Tools:** • Submission list of program components	**Tools:** • Evaluation Criteria • From Publisher: ○ Program Description ○ Standards Maps ○ Criteria Maps • Submitted Instructional Materials	**Tools:** • *Standards for Evaluating Instructional Materials for Social Content* • Social Content Citation Forms • Public Comment Forms	**Tools:** • Evaluation Criteria • Standards and Criteria Maps, Reviewer Notes • *Report of Findings* Template • Program Sign-Off Sheet

Overview of Training Day 3

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Morning Session

- Practice Deliberations – Category 3 (using Practice Lesson, Standards Map, and Evaluation Criteria Map).
- Education Content Review – Overview of Criteria Category 4

Afternoon Session

- Social Content Review
- Review of Process
- Instructions for Publisher Presentations

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Step 4: Deliberations
Category 3: Assessment

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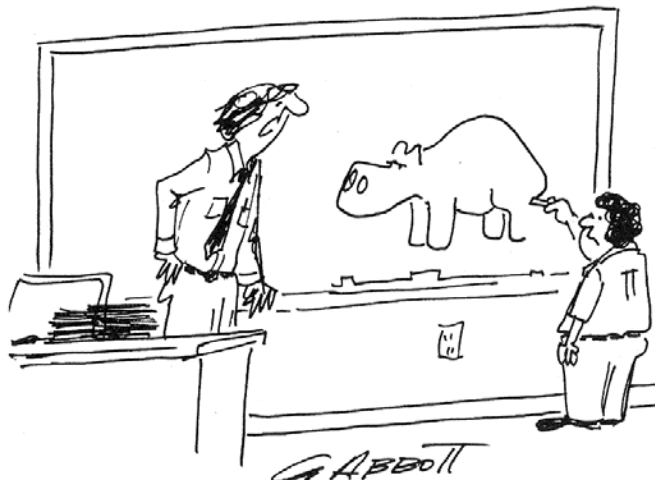
Practice Steps of Deliberations

- Panel Discussion (Practice Piece, Criteria Map)
- Develop Publisher Questions
- Reach Consensus
- Write-up the "Statement" for Category 3 with Citations (Report of Findings)
- Panels Report Out

4

Break

"You were supposed to find the hypotenuse."

Step 3A: Education Content Review
Category 4: Universal Access

Activity

1. Silently read criteria under Category 4: Universal Access.

2. Highlight some important features of each criteria.

3. As a panel, come to consensus on these important features.

4. Appoint a spokesperson to report out.

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Criteria Category 4
Universal Access

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Students with special needs must be provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials should provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

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Criteria Category 4
Universal Access

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1. Ways to adapt curriculum to meet students' special needs (including students below grade level in mathematics).
2. Strategies for English Learners, consistent with the new ELD standards (http://www.cde.ca.gov/sp/el/er/eldstandards.asp)
3. Strategies for students with disabilities.
4. Alternatives for advanced students.

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Criteria Category 4
Universal Access

5. Materials should help students understand and use appropriate academic language and participate in discussions about mathematical concepts and reasoning.

6. Materials help English learners access challenging mathematics, learn content, and develop grade-level language.

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Criteria Category 4
Universal Access

7. Materials are consistent with the strategies found in Response to Intervention and Instruction (http://www.cde.ca.gov/ci/cr/ri/).

8. The visual design of the materials does not distract from the mathematics, but instead serves to support students in engaging thoughtfully with the subject.

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Step 3A: Education Content Review
Category 4: Universal Access

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Activity

1. Panel discussion of criteria in Category 4.

2. Discuss areas in the practice piece where universal access strategies are included.

3. As a panel, develop examples of universal access strategies for the practice lesson that could help meet the criteria in Category 4.

4. Strategies should help the teacher teach the content successfully to all students. Try to come up with at least one example for each of the groups mentioned in the category overview.

5. Report out by a few panels.

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REVIEW PANEL ADVISORY RECOMMENDATION
2014 MATHEMATICS PRIMARY ADOPTION

Publisher: ABC Publishing
Title of Program: *ABC Mathematics*
Grade Level: K-6

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Program Summary
ABC Mathematics includes a student edition (SE), teacher edition (TE), manipulative kits (MK), workbooks (WK), transparencies (TR), blackline masters (BM) and assessments (AS).

Recommendation
This program is recommended for adoption because it is aligned with the Common Core State Standards for Mathematics and meets the rest of the evaluation criteria adopted by the State Board of Education for this adoption. Minor edits and corrections required as a condition for adoption are listed under the "Edits and Corrections" section of the report below.

Criteria Category 1: Mathematics Content/Alignment with Standards
• *Statement*
• *Citations*
Criteria Category 2: Program Organization
• *Statement*
• *Citations*
Criteria Category 3: Assessment
• *Statement*
• *Citations*
Criteria Category 4: Universal Access
• *Statement*
• *Citations*
Criteria Category 5: Instructional Planning
• *Statement*
• *Citations*
Criteria Category 6: Teacher Support
• *Statement*
• *Citations*

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Step 4: Deliberations

REVIEW PANEL ADVISORY RECOMMENDATION
2014 MATHEMATICS PRIMARY ADOPTION

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Program Summary
ABC Mathematics includes a student edition (SE), teacher edition (TE), manipulative kits (MK), workbooks (WK), transparencies (TR), blackline masters (BM) and assessments (AS).

Recommendation

This program is recommended for adoption…
This program is recommended for adoption with minor edits and corrections…
This program is recommended for adoption for grades…
This program is not recommended for adoption…

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Step 4: Deliberations
Report of Findings – Recommendation

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Activity

1. Review your findings for each Criterion Category.
2. Check whether the program meets Criteria Category 1 <u>in full</u> (Mathematics Content/Alignment with Standards) and has strengths in the other categories
3. Facilitator will ask the panel for their overall recommendation for whether the program should be recommended for adoption.
4. As a panel, come to consensus on your recommendation.
5. Write out recommendation.
6. Report out.

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Step 4: Deliberations
Report of Findings

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- You should now have a (nearly) complete *Report of Findings* based on a simulated deliberations process.

- Do you have any questions about the report-writing process, before we go forward?

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Lunch

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"There are two educations. One should teach us how to make a living and the other how to live."

— John Adams

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Step 3: Independent Review
Social Content

The materials must conform to the *Standards for Evaluating Instructional Materials for Social Content, 2000 Edition,* as adopted by the SBE.

The Social Content review takes place concurrently with the review of materials submitted by publishers for educational content.

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Step 3: Independent Review
Social Content

- Many social content issues can be corrected by publishers
- Reviewers will note citations for social content issues during the course of their review
- A program that has pervasive issues with regards to social content should not be recommended for adoption

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Social Content
Overview

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- Students are often swayed by what they see, hear, and read.

- The State Legislature and State Board of Education have recognized the effect of instructional resources on developing student attitudes and beliefs.

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Social Content
Purpose

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- Dispel erroneous stereotypes
- Represent the cultural and racial diversity of our society
- Recognize the contributions of ethnic groups, the disabled, the elderly, and both males and females
- Portray all groups in a positive manner
- Eliminate inappropriate references to commercial brand names, products, and corporate or company logos

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Social Content
The Document

- The standards and categories that are reviewed for social content are listed in the State Board approved document entitled *Standards for Evaluating Instructional Materials for Social Content*.
- This document is in your binder.

Also available on the CDE Web site at:

http://www.cde.ca.gov/ci/cr/cf/documents/socialcontent.pdf

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Social Content
Categories

- Male and Female Roles
- Ethnic and Cultural Groups
- Older Persons and the Aging Process
- People with Disabilities
- Entrepreneur and Labor
- Religion
- Ecology and the Environment

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Social Content
Categories

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- Dangerous Substances
- Thrift, Fire Prevention, and Humane Treatment of Animals and People
- Declaration of Independence and Constitution of the United States
- Brand Names and Corporate Logos
- Diet and Exercise
- Sexual Orientation and Gender Identity (Added by Senate Bill 48 in 2011)

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Social Content
Definition of Terms

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Three definitions are critical in the review of instructional materials because they account for the most citations.

Adverse reflection:
Any description, depiction, label, or rejoinder that tends to demean, stereotype, or patronize those groups listed in the standards (i.e., male/female, ethnic and cultural groups, disabled persons, older persons and the aging process, entrepreneur and labor, and religion).

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Social Content
Definition of Terms

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Equal portrayal:

Instructional materials containing references to, or illustrations of, people must refer to both sexes approximately evenly, in both number and degree of importance, except as limited by accuracy or special purpose.

Proportion of portrayals:

Instructional materials containing references to, or illustrations of, people must portray accurately, to the extent possible, the roles and contributions of a fair proportion of diverse ethnic groups, especially those referenced in the statute (Section 60040[b]).

Social Content
Definition of Terms

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Achievements:

When the developments in history, current events, or achievements in art, science, or any other field is presented, the contributions of men and women, minority persons, and the disabled must be included when it is appropriate and historically accurate to do so.

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Social Content
Male/Female Roles

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- Depictions, descriptions, or labels of male and female roles must not demean, patronize or stereotype
- Present equal illustrations, both in number and importance, of male/female figures
- Present equal portrayal in occupations and range of careers
- Represent equal presentation of male/female contributions and achievements
- Present equal presentation in mentally and physically active, creative, problem-solving roles and success/failure in those roles
- Present balanced random portrayal of emotions in males/females
- Show equal portrayal of both sexes in nurturing roles with family
- Use gender neutral language

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Social Content
Brand Names & Corporate Logos - Standards

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1. Omit illustrations of commercial brand names, products, or corporate or company logos, unless necessary to the educational purpose or incidental to a scene of general nature

2. No prominent usage of any one brand or company

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Social Content
Brand Names & Corporate Logos - Example

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MIXED WORD PROBLEMS

Circle the code words. Write ADD, SUBTRACT, MULTIPLY, OR DIVIDE on the line. Work the problem. (Show your work!)

1. There were 13 brown puppies and 7 white puppies at the pet shop. How many puppies at the pet shop?

7. A hamburger costs $1.89 at Speedy's Grill. A chicken sandwich costs $2.49. How much more for the chicken?

2. 63 gallons of water in the tub minus 36 gallons down the drain. How many gallons of water now?

8. There were 54 Barbie book covers for the 9 girls in Mrs. Loy's class. How many book covers could each girl get?

What is the difference?

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Social Content
Brand Names & Corporate Logos - Example

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Necessary ?

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Social Content
Brand Names & Corporate Logos – Exemptions

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Copyright Protection – Examples:
- A publisher may have the corporate name or logo on the front of the book and on a page that provides copyright information
- A publisher may use a corporate name to refer the reader to another document for further information

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Statutory Changes
(Senate Bill 48)

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- In 2011, the Legislature inserted changes into the sections of the *Education Code* that deal with social content.
- The State Board has updated its *Standards for Evaluating Instructional Materials for Social Content* to reflect those changes.

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Statutory Changes
(Senate Bill 48)

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- Because the changes are being made mid-cycle, we are still using the 2000 edition of that document for this adoption.

- However, because the law took effect on January 1, 2012, we must still include those changes in the social content review.

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Statutory Changes
(Senate Bill 48)

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- Two major changes:

***Education Code* Section 51501:**

The state board and any governing board shall not adopt any textbooks or other instructional materials for use in the public schools that contain any matter reflecting adversely upon persons on the basis of race or ethnicity, gender, religion, disability, nationality, sexual orientation, or because of a characteristic listed in Section 220.

- Very similar language added to *EC* Section 60044

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Statutory Changes
(Senate Bill 48)

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Education Code **Section 60040:**

When adopting instructional materials for use in the schools, governing boards shall include only instructional materials which, in their determination, accurately portray the cultural and racial diversity of our society, including:

b.The role and contributions of Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups to the total development of California and the United States.

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Statutory Changes
(Senate Bill 48)

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What does that mean for this adoption?

- **Adverse reflection** of individuals based on sexual orientation or gender identity is not permitted
- **Contributions** of individuals of diverse sexual orientation or gender identity to the development of California and the United States should be included when appropriate

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Social Content
Handout – Categories

See Handout

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Social Content
Writing Citations

K. Brand Names and Corporate Logos–E.C. 60048 and 60200, State Board of Education "Guidelines," January 13, 2000

1. **Use of any such depictions.** Instructional materials shall not contain illustrations of any identifiable commercial brand names, products, or corporate or company logos unless such illustrations are necessary to the educational purpose of the instructional material and that purpose cannot be achieved without using such illustrations, or unless such illustrations are incidental to a scene of a general nature (example: Times Square, New York City).

2. **Prominent use of any one depiction.** These exceptions aside, if a brand name, representation, or company logo is illustrated, prominence shall not be given to any one brand or company unless, in turn, such illustration is necessary to the educational purpose of the instructional material and that purpose cannot be achieved without using such illustration (example: a Coca Cola sign in a foreign country, demonstrating the social influence of American corporations abroad).

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Social Content
Citation Form

California Department of Education
Social Content - Citation Form

1

7/28/13	2014 Mathematics Adoption	1	
Date	**Adoption/Review**	**Panel Number**	**Citation Number**

2

Hypothetical Publishing, Inc.		
Publisher		

3

HPI Common Core Mathematics	4	100, 160
Title of Materials	**Grade Level**	**Sequence Code #**

4

Student/Teacher Editions
Type of Material (i.e., textbook, teacher's edition, workbook, video, CD-ROM, etc.)

5

K-1 Brand Names and Corporate Logos
Standard(s) Cited from the Social Content Citation Review List

Description of Citation (include page references):

6

Mixed Word Problems, p. 163, Question #8 – "There were 54 Barbie book covers…"
Replace "Barbie" with "yellow" or another generic term.

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Social Content
Activity

Social Content Exercises 1-4

- Read the selections
- Discuss in panels
- Fill out the Social Content Citation Form
- Selected panels share out

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**California Department of Education
Social Content - *Citation Form***

7/29/2013	2014 Mathematics Adoption	1	
Date	**Adoption/Review**	**Panel Number**	**Citation Number**

Mathematics Publishing Company		
Publisher		

California Mathematics	8	1000, 1200
Title of Materials	**Grade Level**	**Sequence Code #**

SE/TE
Type of Material (i.e. textbook, teacher's edition, workbook, video, CD-ROM, etc.)

K-1 Brand Names and Corporate Logos
Standard(s) Cited from Legal Compliance Citation Review List

Description of Citation (include page references):

p. 407 – the text mentions "Alka-Seltzer™" – replace "Alka-Seltzer™" with "effervescent antacid tablets."

p. 460 – The text mentions "Tabasco®" – replace "Tabasco®" with "hot sauce."

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**California Department of Education
Social Content - *Citation Form***

7/29/13	2014 Mathematics Adoption	1	
Date	**Adoption/Review**	**Panel Number**	**Citation Number**

ABC Publishing Company		
Publisher		

California ABC Textbook	6	100, 120
Title of Materials	**Grade Level**	**Sequence Code #**

SE/TE
Type of Material (i.e. textbook, teacher's edition, workbook, video, CD-ROM, etc.)

K-1 Brand Names and Corporate Logos
Standard(s) Cited from Legal Compliance Citation Review List

Description of Citation (include page references):

p. 59 – "Nikon" brand name on camera.

p. 70 – "Energizer" brand name on battery.

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California Department of Education
Social Content - *Citation Form*

7/29/2013	2014 Mathematics Adoption	1	
Date	**Adoption/Review**	**Panel Number**	**Citation Number**

Mathematics Publishing Company		
Publisher		

California Good Health	1	200
Title of Materials	**Grade Level**	**Sequence Code #**

Activity Book
Type of Material (i.e. textbook, teacher's edition, workbook, video, CD-ROM, etc.)

A-3 Male and Female Roles
Standard(s) Cited from Legal Compliance Citation Review List

Description of Citation (include page references):
pp. 11-57 – All of the varied illustrations of adults in professional roles show males only.

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Social Content
Activity – Exercise 4

- No citation in this case.
  - L-2 Diet and Exercise
  - K-1 Brand Names

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Social Content
Citing Material for "Out-of-Compliance"

Submitting Citation Forms:

- Reviewers should bring citations with them to the deliberations in September.
- Panels discuss citations and come to consensus as to whether they should be included in the panel report and submitted to publishers.

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Social Content
Publisher Options

When materials are cited, the CDE then notifies the publisher. Once notified, the publisher has three options:

1. Revise the material to bring it into compliance
2. Appeal the citation to a Social Content Appeals Committee
3. Take no action. The material is classified as non-compliant and cannot be used in California public schools.

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Social Content
Final Resolution

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Instructional materials will be added to the CDE Social Content Database if they pass the social content review, even if they are not adopted.

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Social Content
Suggestions for Reviewers

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- Keep the yellow Social Content Standards sheet handy as you conduct your review; note down possible citations as you examine the materials.

- You may want to note depictions of groups that fall under "proportion of portrayals" categories, such as the disabled, while you are conducting your review. The absence of those groups can also often be identified by a quick scan of the materials, focusing on the illustrations. Remember that there are no minimum quotas for those portrayals.

- You are not required to make social content citations; if in doubt about something, prepare a citation and bring it to deliberations for discussion.

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Social Content
Questions

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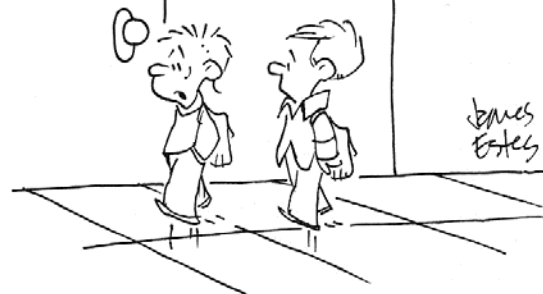of Public Instruction

Questions regarding the social
content review?

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Break

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"I was just cruising along enjoying my childhood
when — bam! — out of the blue, they hit us with the
multiplication tables."

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2014 MATHEMATICS ADOPTION

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		INDEPENDENT REVIEW		
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Provide reviewers with the information needed to thoroughly and effectively evaluate the programs submitted by the publishers.	Program Materials assigned to each panel are delivered and inventoried by reviewers.	Each reviewer will conduct an independent review of the program materials using the State Board-approved Evaluation Criteria and the Standards and Criteria Maps provided by publishers.	Concurrent with education content review, reviewers conduct a review for social content, evaluating materials for compliance with the *Standards for Evaluating Instructional Materials for Social Content.*	Panels reconvene to discuss and come to consensus on whether each program should or should not be recommended for adoption. This recommendation is reflected in the panel's *Report of Findings.*

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• **Day 1**
  Step 2: Program Materials Arrive
  Step 3A: Education Content Review: Overview of Criteria
  Step 4: Deliberations - Overview
• **Day 2**
  Step 3A: Education Content Review - Categories 1, 2, 3, 5, 6
  Step 4: Deliberations – Categories 1, 2, 5, 6
• **Day 3**
  Step 4: Deliberations – Category 3
  Step 3A: Education Content Review - Category 4
  Step 3B: Social Content Review
• **Day 4**
  Publisher Presentations
	Steps:
	• Unpack and inventory contents using enclosed submission list.
	• Call CDE **within 10 days** if any items on submission list are missing.
	• Contact publisher Technology Support Contact if you have problems accessing technology-based components.
		Steps:
		• Set a schedule, pace your review
		• Use Standards Maps to determine if the program is aligned with the standards
		  ○ Note where the standards are not covered
		• Use Criteria Maps guide to:
		  ○ Note where evaluation criteria have been met or not met
		  ○ Record/verify citations that:
		    ▪ Are exemplary but not exhaustive
		    ▪ Come from various grade levels and different but appropriate components
		  ○ Record edits/corrections
		  ○ Note potential questions for publishers
			Steps:
			• Review program for compliance with the *Standards for Evaluating Instructional Materials for Social Content.*
			• If not in compliance, fill out a Social Content Citation Form for each citation.
				Steps:
				• Set daily schedule (start, break, end times)
				• Initial tally of panel for each program
				• Develop publisher questions
				• In-depth discussion of program(s)
				• Publisher response to questions
				• Take public comment twice a day
				• Come to consensus
				• Write *Report of Findings* (include citations and edits and corrections)

Tools:
• Evaluation Criteria
• Practice Pieces
• Standards and Criteria Maps
• Sample Report Template
• Training Binder
	Tools:
	• Submission list of program components
		Tools:
		• Evaluation Criteria
		• From Publisher:
		  ○ Program Description
		  ○ Standards Maps
		  ○ Criteria Maps
		• Submitted Instructional Materials
			Tools:
			• *Standards for Evaluating Instructional Materials for Social Content*
			• Social Content Citation Forms
			• Public Comment Forms
				Tools:
				• Evaluation Criteria
				• Standards and Criteria Maps, Reviewer Notes
				• *Report of Findings* Template
				• Program Sign-Off Sheet

Review of Process
Timeline for IMRs/CREs

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- July 5: Receipt of program materials
  - Inventory your samples within ten days of receipt
  - Contact David Almquist if anything is missing
- July – September: Independent Review
- September 10-14: Deliberations

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Post-Deliberations Actions

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September – October 2013

- Publisher Verification of Panel Reports
- Publisher Appeals Meeting
  - Social Content Citations
  - Edits and Corrections
- CDE Public Hearing

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Post-Deliberations Actions

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January 2014

- Instructional Quality Commission recommends programs to the State Board of Education

March 2014

- State Board takes action on the adoption

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Final Actions

Spring 2014

- Final edited materials due (60 days after SBE action)
- Letter/News Release from the Superintendent to Local Educational Agencies
- Posting of adopted programs on the CDE online price list

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Tips for Review

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- Set a schedule, pace your review
- Validate citations on the publisher-provided Standards Map, note down your own issues
- Use the Evaluation Criteria Maps as a central place to note exemplary citations, edits/corrections, and questions for easy reference during deliberations
- Fill out the criteria tally sheets as you review
- Establish a strategy for your review

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Evaluating Electronic Learning Resources

- If you experience difficulty using **<u>ANY</u>** technology component:

    1. Call publisher's technology contact
    2. Call David Almquist, the CFIR publisher liaison

- Important - continue your review

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Publisher Presentations

Purpose:

- To allow publishers to showcase and demonstrate how their programs work.

- Provide a preview of the program for reviewers.

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Publisher Presentations

- On the last day of the training, reviewers attend presentations by submitting publishers.
- Presentations give publishers a chance to briefly introduce their programs and entertain questions from the reviewers.
- Presentation schedule is provided in the training binder or on your flash drive

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Publisher Presentations

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2014 Mathematics Adoption: Publisher Presentation Schedule
June 21, 2013, Doubletree Hotel, Sacramento

Programs that have more than one grade level will have 45 minutes of publisher presentation and 15 minutes of reviewer questions and answers with publisher representatives. Programs with only one grade level (e.g., Algebra I or Mathematics I programs) will have 30 minutes of publisher presentation and 15 minutes of reviewer questions and answers with publisher representatives. If reviewers do not use all of the Q&A time, the publisher may continue their presentation.

Multiple Grade Level Programs

Room	Time 8:30 – 9:30 a.m.	9:45 – 10:45 a.m.	11:00 a.m. – 12:00 p.m.	LUNCH	1:30 – 2:30 p.m.	2:45 – 3:45 p.m.	4:00 – 5:00 p.m.
Room A	Panel I, Publisher 1, Program A						(if needed)
Room B	Panel II, Publisher 2, Program B						
Room C	Panel III, Publisher 3, Program C						
Room D	Panel IV, Publisher 4, Program D						

Single Grade Level Programs

Room	Time 8:30 – 9:15 a.m.	9:30 – 10:15 a.m.	10:30 – 11:15 a.m.	11:30 a.m. – 12:15 p.m.	LUNCH	1:45 – 2:30 p.m.	2:45 – 3:30 p.m.	3:45 – 4:30 p.m.
Room E	Panel V, Publisher 5, Program E							
Room F	Panel VI, Publisher 6, Program F							

Publisher Presentations

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State Superintendent
of Public Instruction

- Presentations start at the listed time: be prompt
- All reviewers must be present at the start of each presentation
- Presentation time:
  - Formal presentation (30 minutes for programs with only one grade level/course, 45 minutes for programs with more than one grade level)
  - Question and Answer session (15 minutes)
- Materials provided by the publisher must be turned in
- You may take your own notes

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Contact with Publishers

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State Superintendent
of Public Instruction

- Panel members shall not discuss any submission(s) under consideration with publishers.
- You may meet with publishers in the normal course of your work, but cannot discuss the review or the materials under review.
- You are required to report any inappropriate contact from publishers to us.

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Bring to Deliberations

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- Completed standards and criteria maps with your notes
- Completed tally sheets
- Social content citations and edits and corrections (if any)
- Your electronic files
  - Flash Drive
  - CD-ROM
  - Laptop
- A copy of the instructional materials that your panel is reviewing will be provided in your deliberation room

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Questions & Answers

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Commissioners and CFIR Staff respond to your questions

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Public Comment

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Would any members of the public like to speak?

Thank You!

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State Superintendent
of Public Instruction

We look forward to a positive adoption process, and appreciate the work you are doing to ensure that California's students have the best possible instructional materials.

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Contact Information

TOM TORLAKSON
State Superintendent
of Public Instruction

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You may always e-mail general questions to:
MathAdoption@cde.ca.gov

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Training Adjourned

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State Superintendent
of Public Instruction

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